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ABSTRACT

This study attempted to discover whether or not graduates of different Master of Arts in the Teaching of English (MATE) programs differed significantly in their teaching approaches. The teaching process was defined by three major variables--the teacher's image of what teaching ought to be, his planning techniques, and his behaviors in teaching the lesson he had planned. To analyze the variables and their interrelationships, 20 Illinois MATE graduates from three institutions were asked to complete a 96-item questionnaire, develop a lesson plan for teaching a poem, and tape-record their teaching of the poem to a class. Although no significant differences appeared in the teaching processes of the graduates, the sample obtained for the study was too small to determine whether significant differences actually did exist. The study is, however, suggestive of enough differences and patterns that further research is warranted. (Author/LH)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL
ENGLISH TEACHERS (ISCPET)

A Comparative Study of Three Illinois Master of Arts in the Teaching of English Programs

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University of Chicago

January 1970

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare and to a subcontract with the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, University of Illinois, Urbana, Illinois. Contractors and subcontractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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A STUDY OF THREE MAT PROGRAMS IN ENGLISH

INTRODUCTION

The Master of Arts in Teaching (MAT) degree in the teaching of secondary English has become ubiquitous in our country. However, research is not available on the effects of these programs. Consequently, the investigators undertook a pilot project to discover whether or not the effects of MAT programs in English could be discerned in the teaching process used by the graduates of the programs. The research was supported as a special study of the Illinois State-wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET).

A necessary step of the investigation was to develop instrumentation which would reveal whether or not the graduates of different MAT programs differed systematically in the teaching process vis-a-vis English instruction. The major question was: Is there a difference in the teaching process of graduates of different MAT programs?

The 1968 graduates of the MAT programs in English at Northwestern University, the University of Chicago, and the University of Illinois were requested to furnish the data. Unfortunately, the resulting sample was so small that the results cannot be considered substantively valuable. The results are valuable, however, in that they suggest both values and weaknesses in the research model developed for the purposes of the study.

METHOD

Conceptualization

The research rejects an analysis of only teacher behaviors because programs of teacher education deal as much with attitudes, planning behavior, and subject matter as they do with classroom behavior. It might be argued that these concerns are ineffective unless they have concrete manifestations in teacher behavior. But this research assumed that beginning teachers would not have adequately integrated these training concerns and that, consequently, the research techniques must attempt to measure these concerns separately rather than assuming that they would have affected teacher behavior.

The central conceptual notion of the research is that an adequate evaluation of the teaching process must include assessment of:

1. the teacher's image of what English teaching ought to be,
2. his plan for making that image a reality,

3. the behaviors he uses to fulfill the plan, and,[1]
4. the relations among image, plan, and behavior.

The image is the vague impressionistic set of oughts that forms the ideal for the teacher. Varied and ill-formed as it may be, the image is a guiding principle that is a basis for choosing courses of action and evaluating the effectiveness of actions chosen. It establishes ideals to be reached for. The plan is a program for reaching the ideal. Whether as long-termed as the year's curriculum or as short-termed as the day's lesson, it is the individual's conceptualization, the route he has selected to accomplish his image. But in his plan, the teacher must consider the real situation and the limits and restrictions that it places upon his actions. In other words, the plan will reflect the tension between the goal and the reality. The set of behaviors is what he actually does to implement his plan. But as unexpected situations arise, he must adapt. His adaptations would ideally be predictable from his image. Insofar as they are not, they suggest that he does not have the skills necessary to accomplish his ideal.

This conceptualization requires the measurement of four variables: 1) the image, 2) the plan, 3) the behaviors, and 4) the relations among image, plan, and behavior. The first three variables allow comparison between groups. That is, they may be averaged for each group and differences that distinguish the groups may be assumed to be effects of the training program. However, the fourth variable is unique to individuals. There would be no point in describing a generalized relationship for each group. The relationships must be identified for each individual. Then each individual's pattern of relationships must be compared to others in his group to see if similarities exist among the group members. Only then can groups be compared on the fourth variable. We are led, then, to two major questions:

1. Are the graduates of different MAT in English programs significantly different:
    a. in their image of English instruction?
    b. in their planning activities?
    c. in their classroom behaviors?

2. What are the relations among image, plan, and behavior?

The second question requires that the analysis of the first three

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[1] Although the design and the data collection were completed before the investigators had read Miller's Plans and the Structure of Behavior, that source was extremely helpful in clarifying the conceptualization which underlies the study.

variables be in terms that allow comparison. It was necessary, therefore, to use an analysis that treated the three variables in similar terms. Consequently, three dimensions were identified that would apply to each of the variables--subject matter, mode of planning, and view of the discipline.

The subject matter of English is complex. Different teachers will place different values on various subject matter as most appropriate in the English classroom. The study isolates seven major subject matter areas of English--literature, language, composition, reading, speech, self-expression, and mass media (see appendix, pp. 22-28). The study isolates three major modes of planning--large-scale curriculum schemes, diagnosis and evaluation of student achievement, and day-to-day planning (see appendix, pp. 29-31). The view of English as a discipline was dichotomized into a traditional view which would involve a grammar, usage, drill, chronology of literature approach, and a contemporary view which would exemplify the spirit of the Dartmouth Conference[2] (see appendix, pp. 32-33).

For the three variables of image, plan, and behavior the student or group may be profiled on the twelve terms. The fourth variable of relationships consists of a comparison of the three profiles for each individual, noting similarities and differences. Schematically:

Profile Terms	IMAGE	PLAN	BEHAVIOR	RELATIONS
Subject matter literature language composition reading speech self-expression mass media	PROFILE	PROFILE	PROFILE	COMPARISON OF PROFILES
Mode of planning large-scale schemes diagnosis day-to-day planning				
View of the discipline traditional contemporary				

[2]See, for example, Dixon's Growth Through English or Summerfield's Creativity in English.

Procedures

Question 1: Is there a significant difference in the image of English instruction of the graduates of the three MAT programs?

The instrument used to measure the image was a rating questionnaire of ninety-six items (see appendix, pp. 13-18) with these instructions:

Rate the item on a scale of one through five, one being the lowest and five being the highest. You may think of the numbers as standing for the following judgments:

5: extremely important to teaching
4: very important to teaching
3: important, but not more important than most things
2: not very important to teaching
1: of minor importance to teaching

Each teacher's ratings of the items in each of these twelve categories (literature, language, composition, reading, speech, self-expression, mass media; curriculum, diagnosis, planning; traditional, contemporary) were averaged so that each teacher had a summary score for each of the categories. These were used to create a profile for each student on the questionnaire. In addition, an average was computed and a profile developed for the entire sample and for each of the cooperating schools. The profile for the entire sample is reproduced on the following page for illustrative purposes.

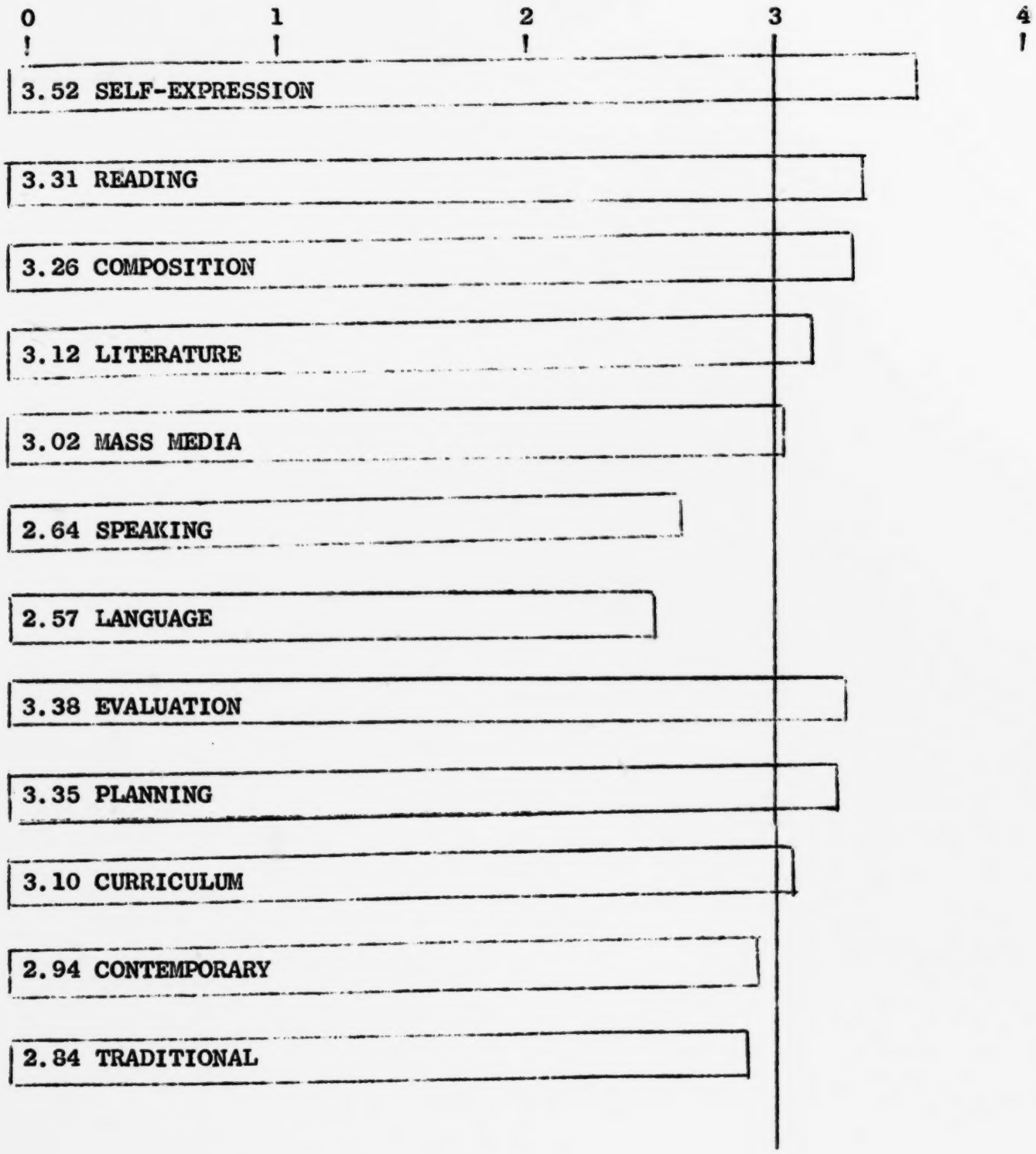
Question 2: Is there a significant difference in the plans of the graduates of the three MAT programs?

To evaluate the planning stage of the teaching process, each teacher was asked to create a lesson plan for Denise Levertov's poem, "The Rainwalkers" (see appendix, pp. 19-20). Content analysis classified specific lesson plan statements into one or more of the twelve profile categories. Again, a single profile was created for each MAT program by averaging the group members.

Question 3: Is there a significant difference in the teaching behaviors of the graduates of the three MAT programs?

To measure teaching behaviors, each teacher was asked to teach the lesson that he had planned, audiotape it, and make any comments that he wished about his teaching of the lesson (see appendix, p. 21). Again, content analysis was used to classify the specific statements of the lesson into one or more of the twelve profile categories.

PROFILE: CATEGORIES FROM QUESTIONNAIRE ON TEACHER'S IMAGE, ENTIRE SAMPLE



Question 4: Is there a significant correlation between an MAT's 1) image and plan, 2) plan and behaviors, 3) image and behaviors?

Profile categories were rank ordered and compared for each student for each pair of variables. The significance of the correlation of the two rankings was measured by Spearman's rho.

RESULTS

The image

Questionnaires were completed by 20 beginning teachers:

Northwestern University	4
University of Chicago	11
University of Illinois	5

With such a small sample, we cannot be confident about the reliability of the results. Question 1 (Is there a significant difference in the image of English instruction of graduates of the three MAT programs?) was answered positively. As groups, MAT's from the three programs had different images of what is important to the teaching of English. The aspects of the image that contrast the three schools are presented below:

	NORTHWESTERN UNIVERSITY	UNIVERSITY OF CHICAGO	UNIVERSITY OF ILLINOIS
HIGH RELATIVE VALUE	self-expression reading composition planning	mass media	traditional
LOW RELATIVE VALUE		traditional language speaking	mass media reading self-expression

Note that these characteristics are high or low as <u>contrasts</u> among the groups. The fact that Northwestern University students are high in reading <u>in contrast</u> to the other schools does not necessarily mean that reading will have a high rank among the categories for Northwestern.

The conclusion of the study is that, as groups, the graduates of the three programs differ about what they think is important to the teaching of English.

The plan, the behaviors

The small size of the sample (plan N=8, behavior N=4) made it impossible to answer question 2 (Is there a significant difference in the plans of the graduates of the three MAT programs?) or question 3 (Is there a significant difference in the behaviors of the graduates of the three MAT programs?).

The relations

Eight students completed both the image questionnaire and the plan. Of those, four taught the planned lesson. Spearman's rank order correlation coefficient was computed for each student for each available pair of rankings.

Results were:

	Student	Image-plan	Plan-behavior	Image-behavior
1.	(U.I.)	N.S.		
2.	(U.I.)	N.S.		
3.	(U.C.)	N.S.		
4.	(U.C.)	N.S.		
5.	(U.I.)	.05	N.S.	N.S.
6.	(N.U.)	.05	.05	N.S.
7.	(U.C.)	N.S.	.05	N.S.
8.	(U.C.)	.05	.05	N.S.
	Group	.05		

Question 4.1 (Is there a significant correlation between an MAT's image and plan?) was not clearly answered.

Question 4.2 (Is there a significant correlation between an MAT's plan and behaviors?) was answered affirmatively.

Question 4.3 (Is there a significant correlation between an MAT's image and behaviors?) was answered negatively.

DISCUSSION

Although the image questionnaire was not adequately tested for reliability and validity, and although the sample was too small to allow sophisticated statistical analysis, the questionnaire results still evidence differences in the image of English instruction among the three groups. Some of these results parallel programmatic emphases. First, at Northwestern University the program has been closely associated with a curriculum center which is focused on the improvement of instruction in composition. Hence, the high value these students give to composition would seem to be a very logical result of their program. Second, an emphasis in the University of Chicago program was critical appraisals of traditional approaches, particularly language instruction. This emphasis would seem to be a logical cause of the low value which these students give to the language and traditional factors. It appears, then, that the image questionnaire--if revised and further refined--is a valuable instrument for measuring some attitudinal effects of a program in the teaching of English.

The conclusions concerning the relationships of the three variables are much less conclusive. Although there were some statistically significant correlations, weaknesses of methodology make them questionable. The content analysis of plans and behaviors was rather loosely defined. The sentence was the basic unit of analysis, but sentences were categorized ad hoc into one or more categories. The analysis was also loosely controlled. The researcher and the assistant worked through five sample lesson plans together, and then completed the analysis of the eight plans and the four transcripts without checking reliability for a rater or between raters.

The plan presented difficulties of analysis because it provided only a minimal amount of data. Consider that the image questionnaire included ninety-six items, the behaviors transcripts averaged five single-spaced pages, but the plans averaged less than one page.

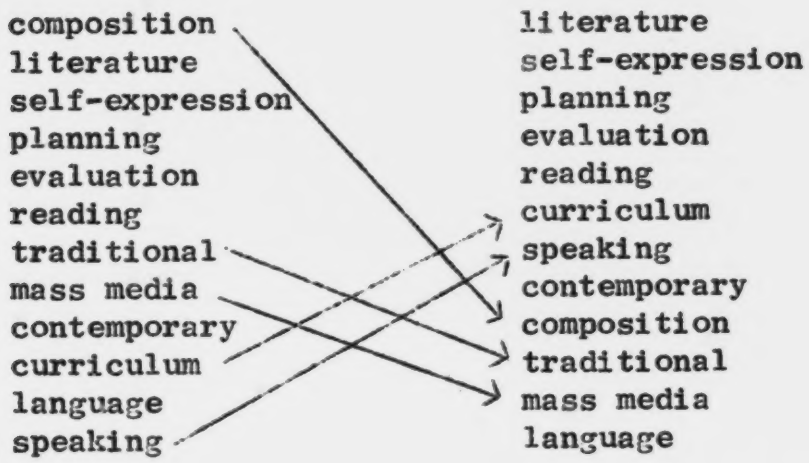
At this point in time, the assumption that the twelve categories should be expected to correlate across the three variables of image, plan, and behavior seems patently absurd. If you were to interview a teacher about his image of good teaching, he might mention particular kinds of planning. But if you asked him to write a plan, the approach he uses must be inferred from his written statement. That is, what is objectively stated in the image stage must be inferred from the statements in the plan. Likewise, diagnostic techniques may be objectively stated in the plan, but must be inferred from the teacher's behavior. Hence, there is strong reason to suppose that the categories would not be evenly distributed across the three variables.

Finally, the instructions for planning a lesson around a particular poem biased the plan by strongly emphasizing the literature category and contrastingly de-emphasizing the category of composition. This bias is also strong reason to suppose that the categories would not be evenly distributed across the variables.

In the light of the above factors, it is surprising that there are correlations among the profiles. A closer look at each relationship may help explain what factors are responsible.

Although the relationship between image and plan was significant for only three of the eight individuals, it was significant when they are treated as a group. This fact seems to suggest that the minimal data available in the plan were inadequate for ranking (e.g., in the plan, three students scored points on only five of the twelve categories; the other seven categories had to be treated as a tie at rank 9) but that the summative measure captured enough data to illuminate real correlations. As the diagram below illustrates, only five of the categories changed their relative position. Of those, three (composition, mass media, and speaking) are a result of the bias introduced by requiring the MAT's to create a lesson plan dealing with a poem. It appears, then, that there is a strong correlation between image and plan that is disguised by the minimal data available in the plan.

AVERAGE RANKING FOR GROUP COMPLETING QUESTIONNAIRE AND PLAN



The relationship between plan and behavior is in line with the intuitions from reading the two in conjunction. The most striking fact in the study is the rigidity with which each of the MAT's followed the plan that he had made. The rigidity may be an artifact of the experimental situation. Typically, teachers

do not make explicit written plans; typically, they do not work under the "control" of a tape recorder. However, the rigidity is extreme. Content analysis of a typical lesson reveals the following distribution of teacher talk:

20	statements directly from the lesson plan
102	logical developments of the lesson plan
29	tangents from lesson plan
1	inexplicable deviation
152	

In other words, only 20 per cent of what the teacher says is not predictable from the lesson plan. Such explicit following of plans could show either excellent planning or rigidity. Unfortunately, analysis of the transcripts shows that the predictability of the teacher's behavior was in spite of student resistance to the plan. We can conclude from this evidence that the predictability resulted from rigidity, not from excellent planning. Thus, the statistically significant correlation of plan and behaviors is confirmed by the intuitive comparison.

The lack of correlation between image and behavior is easily explained. The plan varies from the image in the direction of the constraints of student population and subject matter, but it does not vary enough to make the correlation insignificant in all cases. The behavior varies from the plan in the same direction, but again not enough to make the correlation insignificant. However, when the two variations are reflected as a total from image to behavior, that total is enough to make the correlations insignificant.

The conceptual framework of this study has offered some intriguing hints, but its application has revealed methodological and conceptual complications. Until both methodology and conceptualization are more rigorously developed, the hints remain essentially untested.

CONCLUSIONS

Substantive conclusions are impossible because the sample was too small to answer the questions of the study. Tentatively, it appears that the graduates of different MAT in English programs differ in their image of teaching and that the three variables are related--image correlated with plan, plan correlated with behavior, but image not correlated with behavior. However, considerable effort is necessary in refining the conceptual framework and the instrumentations before these tentative suggestions can be accepted or rejected.

SUMMARY

This study attempted to discover whether or not graduates of different MAT in English programs differed significantly in the teaching process. The teaching process was defined by three major variables--the teacher's image of what teaching ought to be, his planning techniques, and his behaviors in teaching the lesson he had planned. Instrumentation was developed for each of these three variables, and a design was developed for the analysis of each variable and the interrelationships among those variables. The sample obtained for the study was too small to allow a definitive answer to the main hypothesis: There is no significant difference in the teaching process of the graduates of three MAT in English programs. The study is, however, suggestive enough of differences and patterns that such research warrants continued pursuit on a modified basis.

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Miller, George A., et al. Plans and the Structure of Behavior. New York: Holt, Rinehart and Winston, 1960.

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A P P E N D I X

THE UNIVERSITY OF CHICAGO

CHICAGO, 37, ILLINOIS

THE GRADUATE SCHOOL OF EDUCATION

I would like your help in a project to evaluate English teacher education programs. A group of twenty Illinois colleges and universities has banded together to study the problems of English teacher preparation, and they have asked us to be responsible for this part of the study (probably the only part that will ask for your assistance). Professor Hook named you as a graduate of the University of Illinois M.A.T. program; and since we feel it is a particularly outstanding one, we would like very much to have you help us out.

The project would involve approximately five hours of your time between now and spring vacation to do three things for us:

1. fill out a questionnaire (about one hour);
2. prepare a lesson plan (two or three hours);
3. teach the lesson you prepared (the length of your class period).

If you are willing to help us out (and again let us emphasize how much we want graduates of the Illinois M.A.T. program), please return the enclosed card. I have also enclosed a self-addressed envelope.

Thank you.

Cordially yours,

Janet Emig
M.A.T. Coordinator in English

JE:ow
Enclosure (2)

QUESTIONNAIRE: ASPECTS OF TEACHING ENGLISH

Rate the item on a scale of one through five, one being the lowest and five being the highest. You may think of the numbers as standing for the following judgments:

5: extremely important to teaching
4: very important to teaching
3: important, but not more important than most things
2: not very important to teaching
1: of minor importance to teaching

We would like you to balance your judgments on this scale so that there are not too many or too few of any one number. For us, the perfect result would be 9 fives, 19 fours, 40 threes, 19 twos, and 9 ones. Your results will not turn out exactly like that, but we would like you to keep your answers within this range:

5:	not more than 15;	not less than 5
4:	25	15
3:	50	30
2:	25	15
1:	15	5

Go through the questionnaire lightly marking all your fives. Count them. If necessary add more or change some to fours. When you are within the range, mark them finally. Repeat this procedure for ones, then fours, then twos. The threes should take care of themselves.

Your name_____

IMPORTANCE TO TEACHING						
1	2	3	4	5	1.	Using composition as a form of student self expression.
1	2	3	4	5	2.	Teaching students structural elements of literature. (e.g. plot, setting, character, etc.)
1	2	3	4	5	3.	Teaching students to make speeches and participate in debate.
1	2	3	4	5	4.	Researching and planning lectures.
1	2	3	4	5	5.	Teaching students to recognize propaganda and slanted writing.
1	2	3	4	5	6.	Teaching students a chronological approach to literature.
1	2	3	4	5	7.	Organizing curriculum primarily by developing long-term individual projects based on students' interests.
1	2	3	4	5	8.	Planning daily lessons carefully and thoroughly.
1	2	3	4	5	9.	Organizing curriculum primarily as a series of logical problem-solving tasks.
1	2	3	4	5	10.	Teaching students how to use a text-book.
1	2	3	4	5	11.	Having students read for enjoyment and personal satisfaction.
1	2	3	4	5	12.	Using mass-media to keep the classroom stimulating and interesting.
1	2	3	4	5	13.	Building students'vocabulary.
1	2	3	4	5	14.	Teaching students to use resources skillfully (e.g. card catalogue, encyclopedia, indexes, dictionaries).
1	2	3	4	5	15.	Training students in oral interpretation of literature.
1	2	3	4	5	16.	Teaching a well-planned sequential program of reading skills.
1	2	3	4	5	17.	Organizing curriculum primarily around classroom activities and procedures that have proven successful.
1	2	3	4	5	18.	Teaching students lexicography (e.g. word formation, etymology, dict ionary use, the making of dictionaries).
1	2	3	4	5	19.	Having students give informal presentations to the class.
1	2	3	4	5	20.	Planning activities that will develop and hold student enthusiasm.
1	2	3	4	5	21.	Teaching literature as modes (e.g. tragedy, comedy, satire, myth)
1	2	3	4	5	22.	Teaching students how to prepare for tests.
1	2	3	4	5	23.	Teaching students figurative language in literature (e.g. figure of speech, analogy, symbol, image).

1 2 3 4 5 24. Teaching literature as an aesthetic subject.

1 2 3 4 5 25. Structuring the year of teaching in terms of long-range goals.

1 2 3 4 5 26. Evaluating student progress.

1 2 3 4 5 27. Organizing curriculum primarily by analyzing the concepts basic to the structure of the subject of English.

1 2 3 4 5 28. Determining grades.

1 2 3 4 5 29. Drilling on fundamentals.

1 2 3 4 5 30. Using small groups in the classroom.

1 2 3 4 5 31. Giving clear explicit directions; making assignments.

1 2 3 4 5 32. Designing research to evaluate alternative methods of teaching.

1 2 3 4 5 33. Organizing curriculum primarily by determining which English activities will develop higher cognitive processes and abilities.

1 2 3 4 5 34. Developing stimuli for composition (e.g. pictures, music, etc.)

1 2 3 4 5 35. Teaching reading skills on the basis of diagnosis of individual student's weaknesses.

1 2 3 4 5 36. Determining weaknesses in teaching by analysis of student test results.

1 2 3 4 5 37. Maintaining a warm friendly classroom atmosphere.

1 2 3 4 5 38. Developing student skills in dramatics.

1 2 3 4 5 39. Teaching students literature as genre (e.g. novel, short story, poetry).

1 2 3 4 5 40. Evaluating expository writing.

1 2 3 4 5 41. Planning long-term units of instruction so instruction will have continuity and development.

1 2 3 4 5 42. Improving students' reading speed.

1 2 3 4 5 43. Teaching literature thematically.

1 2 3 4 5 44. Building student enthusiasm for reading through an individualized program based on student interests.

1 2 3 4 5 45. Marking compositions carefully.

1 2 3 4 5 46. Organizing curriculum primarily to improve student-teacher and student-student rapport.

1 2 3 4 5 47. Improving students' oral usage to change dialect patterns.

1	2	3	4	5	48.	Teaching students to use composition structural devices (e.g. unity, coherence, introduction, conclusion).
1	2	3	4	5	49.	Organizing curriculum primarily by diagnosing student skills and abilities and teaching to develop them.
1	2	3	4	5	50.	Teaching outlining as a composition skill.
1	2	3	4	5	51.	Preparing tests.
1	2	3	4	5	52.	Analyzing teaching by systems of classroom analysis.
1	2	3	4	5	53.	Organizing curriculum primarily by determining the important facts and vocabulary to understand the field of English.
1	2	3	4	5	54.	Teaching students the cultural and personal environments that have influenced authors.
1	2	3	4	5	55.	Improving students word attack skills (e.g. phonics, contextual meaning, sight vocabulary).
1	2	3	4	5	56.	Training students in conducting informal discussions.
1	2	3	4	5	57.	Teaching students to limit the topic and state the thesis clearly and succinctly.
1	2	3	4	5	58.	Organizing curriculum primarily by giving equal weight to the triad of literature-language-composition.
1	2	3	4	5	59.	Encouraging reading based on students' interests.
1	2	3	4	5	60.	Teaching students skills of close critical reading.
1	2	3	4	5	61.	Teaching students about levels of usage.
1	2	3	4	5	62.	Teaching the appreciation and evaluation of television drama.
1	2	3	4	5	63.	Teaching the motion picture as an art form.
1	2	3	4	5	64.	Teaching students to read popular media (e.g. newspapers, advertising, magazines).
1	2	3	4	5	65.	Using models as a device for teaching composition.
1	2	3	4	5	66.	Teaching students rhetorical critical skills.
1	2	3	4	5	67.	Revising methods on the basis of student evaluations.
1	2	3	4	5	68.	Teaching students literature as archetypal patterns.
1	2	3	4	5	69.	Controlling difficult students.
1	2	3	4	5	70.	Improving students' composition mechanics (e.g. spelling, capitalization, punctuation).
1	2	3	4	5	71.	Maintaining an intellectual classroom atmosphere.

1 2 3 4 5 72. Maintaining an open creative classroom atmosphere.

1 2 3 4 5 73. Teaching students traditional grammar.

1 2 3 4 5 74. Teaching students structural linguistics.

1 2 3 4 5 75. Teaching students transformational-generative grammars.

1 2 3 4 5 76. Teaching students language history.

1 2 3 4 5 77. Teaching literature from the point of view of "new criticism".

1 2 3 4 5 78. Teaching students dialectology.

1 2 3 4 5 79. Teaching students semantics.

1 2 3 4 5 80. Teaching students to write creatively.

1 2 3 4 5 81. Teaching logic and critical thinking to improve composition.

1 2 3 4 5 82. Teaching the composition content area to improve composition.

1 2 3 4 5 83. Maintaining a working, task-oriented classroom.

1 2 3 4 5 84. Improving students' sentence structure.

1 2 3 4 5 85. Teaching students to apply rhetorical principles in their writing.

1 2 3 4 5 86. Improving students' paragraph structure (e.g. topic sentences, kinds of development).

1 2 3 4 5 87. Teaching revision of composition.

1 2 3 4 5 88. Teaching students to avoid usage errors (e.g. subject-verb agreement, pronoun case, like - as).

1 2 3 4 5 89. Using role-playing in the classroom.

1 2 3 4 5 90. Teaching students to write research papers.

1 2 3 4 5 91. Evaluating weaknesses and strengths of your own teaching.

1 2 3 4 5 92. Teaching students about good study conditions.

1 2 3 4 5 93. Organizing curriculum primarily by revising the existing program.

1 2 3 4 5 94. Teaching students to read accurately at the literal level (e.g. distinguishing main ideas and important details).

1 2 3 4 5 95. Evaluating imaginative writing.

1 2 3 4 5 96. Studying individual differences to plan teaching that will meet specific needs.

Dear MAT:

Thank you for your completed questionnaire. The second step in the project is planning a lesson for Denise Levertov's poem "The Rainwalkers." When you have sent us your plan, we will send you the third and final step.

We are not interested in the format of the lesson and will pay no attention to spelling, sentences, etc. In fact, if you prefer, you may record it rather than writing it out.

What we are interested in is the specifics of what you plan to do and the reasons you have for doing those things. As you create your plan please be sure to tell us the <u>why's</u> as well as the wherefore. We would like to suggest the following steps:

Read the poem;
Select the particular class in which you will use it;
Keeping that class in mind, write out the lesson plan explaining what you will do and why you will do it;
Send the lesson plan to us.

Thank you again for your cooperation.

Sincerely yours,

Janet Emig and James F. MeCampbell

JE:JFM/w

Enclosure

THE UNIVERSITY OF CHICAGO

Chicago, Illinois

The Graduate School of Education

Dear Project Participant:

Thank you for your lesson plan on "The Rainwalkers." We have returned a copy to you so that you can complete the third and final step of the project--recording the lesson. We would like for you to teach the lesson as you have planned it and return the tape to us. The following suggestions may make the taping easier.

1. Get the students used to the idea. Record the two days before the lesson, and explain to the students why you are taping the class.

2. Use the slow speed on the tape recorder.

3. Place the tape recorder on the floor near the "conversation center" of the room. Put a table or chair over it and lay the microphone on the table or chair.

4. Watch the light on the recorder. If it goes way up and way down, you have the volume too loud. If it does not fluctuate at all, you have the volume too soft. If your recorder does not have a light, stop at intervals and replay to see if you are picking up the conversation. (Students will be no hindrance; they delight in hearing their own voices). The two days practice should be enough to assure a fairly reliable taping of the class.

5. If you use small groups, move the recorder to one of them.

6. If you would like to record any comments on the class after it is over, please do so.

7. Be sure to record your name at the beginning and end of the taping.

Thank you again for your time and trouble.

Sincerely yours,
Janet Emig and James F. McCampbell

JE:JFM/w
Enclosure

SELF EXPRESSION

The importance that the beginning teacher attached to self expression in English instruction was measured by averaging his rating (on a one through five scale) of the following items:

1. Using composition as a form of student self expression

3. Teaching students to make speeches and participate in debate

7. Organizing curriculum primarily by developing long-term individual projects based on student interests

11. Having students read for enjoyment and personal satisfaction

19. Having students give informal presentations to the class

20. Planning activities that will develop and hold student enthusiasm

30. Using small groups in the classroom

34. Developing stimuli for composition (e.g., pictures, music, etc.)

37. Maintaining a warm friendly classroom atmosphere

44. Building student enthusiasm for reading through an individualized program based on student interests

46. Organizing curriculum primarily to improve student-teacher and student rapport

56. Training students in conducting informal discussions

59. Encouraging reading based on student interests

67. Revising methods on the basis of student evaluations

72. Maintaining an open creative classroom atmosphere

80. Teaching students to write creatively

89. Using role-playing in the classroom

96. Studying individual differences to plan teaching that will meet specific needs

JFM/tr

READING

The importance that the beginning teacher attached to reading in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

5. Teaching students to recognize propaganda and slanted writing

11. Having students read for enjoyment and personal satisfaction

13. Building students' vocabulary

16. Teaching a well planned sequential program of reading skills

18. Teaching students lexicography (e.g., word formation, etymology dictionary use, the making of dictionaries)

23. Teaching students figurative language in literature (e.g., figure of speech, analogy, symbol, image)

35. Teaching reading skills on the basis of diagnosis of individual student's weaknesses

42. Improving students' reading speed

44. Building student enthusiasm for reading through an individualized program based on student interests

55. Improving students word attack skills (phonics, contextual meaning sight vocabulary)

59. Encouraging reading based on student interests

60. Teaching students skills of close critical reading

64. Teaching students to read popular media (e.g., newspapers, advertising, magazines)

94. Teaching students to read accurately at the literal level (e.g., distinguishing main ideas and important details)

MFJ/tr

COMPOSITION

The importance that the beginning teacher attached to composition in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

1. Using composition as a form of student self expression

7. Organizing curriculum primarily by developing lohg-term individual projects based on students interests

34. Developing stimuli for composition (e.g., pictures,music, etc.)

40. Evaluating expository writing

45. Marking compositions carefully

48. Teaching students to use composition structural divices (e.g., unity, coherence, introduction, conclusion)

50. Teaching outlining as a composition skill

57. Teaching students to iimit the topic and state the thesis clearly and succinctly

65. Using models as a device for teaching composition

70. Improving students composition mechancis (e.g., spelling, capitalization, punctuation)

80. Teaching students to write creatively

81. Teaching logic and critical thinking to improve composition

82. Teaching the composition content area to improve composition

84. Improving students' sentence structure

85. Teaching students to apply rhetorical

86. Improving students' paragraph structure (e.g., topic sentences, kinds of development)

87. Teaching revision of composition

88. Teaching students to avoid usage errors (e.g., subject-verb agreement, pronoun case, like - as)

90. Teaching students to write research papers

95. Evaluating imaginative writing

JFM/tr

LITERATURE

The importance that the beginning teacher attached to literature in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

2. Teaching students structural elements of literature. (e.g., plot, setting, character, etc.)

5. Teaching students to recognize propaganda and slanted writing

6. Teaching students a chronological approach to literature

11. Having students read for enjoyment and personal satisfaction

15. Training students in oral interpretation of literature

21. Teaching literature as modes, (e.g., tragedy, comedy, satire, myth)

23. Teaching students figurative language in literature (e.g., figure of speech, analogy, symbol, image)

24. Teaching literature as an aesthetic subject

39. Teaching students literature as genre

43. Teaching literature thematically

44. Building student enthusiasm for reading through an individualized program based on student interests

54. Teaching students the cultural and personal environments that have influenced authors

60. Teaching students skills of close critical reading

66. Teaching students rhetorical critical skills

68. Teaching students literature as archetypal patterns

77. Teaching literature from the point of view of "new criticism"

94. Teaching students to read accurately at the literal level (e.g., distinguishing main ideas and important details)

JFM/tr

MASS MEDIA

The importance that the beginning teacher attached to mass media in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

4. Researching and planning lectures

12. Using mass-media to keep the classroom stimulating and interesting

15. Training students in oral interpretation of literature.

34. Developing stimuli for composition (e.g., pictures, music, etc.)

62. Teaching the appreciation and evaluation of television drama

63. Teaching the motion picture as an art form

64. Teaching students to read popular media (e.g., newspapers, advertising, magazines)

JFM/tr

SPEECH

The importance that the beginning teacher attached to speech in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

3. Teaching students to make speeches and participate in debate

15. Training students in oral interpretation of literature

19. Having students give informal presentations to the class

38. Developing student skills in dramatics

47. Improving students' oral usage to change dialect patterns

56. Training students in conducting informal discussions

61. Teaching students about levels of usage

78. Teaching students dialectology

84. Improving students' sentence structure

88. Teaching students to avoid usage errors (e.g., subject-verb agreement, pronoun case, like -- as)

89. Using role-playing in the classroom

JM/tr

LANGUAGE

The importance that the beginning teacher attached to language in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

5. Teaching students to recognize propaganda and slanted writing

18. Teaching students lexicography (e.g., word formation, etymology, dictionary use, the making of dictionaries)

47. Improving students' oral usage to change dialect patterns

61. Teaching students about levels of usage

73. Teaching students traditional grammar

74. Teaching students structual linguistics

75. Teaching students transformational-generative grammars

76. Teaching students language history

78. Teaching students dialectology

79. Teaching students semantics

84. Improving students' sentence structure

88. Teaching students to avoid usage errors (e.g., subject-verb agreement, pronoun case, like - as)

DIAGNOSIS & EVALUATION

The importance that the beginning teacher attached to diagnosis and evaluation in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

25. Structuring the year of teaching in terms of long-range goals

26. Evaluating student progress

28. Determining grades

32. Designing research to evaluate alternative methods of teaching

33. Organizing curriculum primarily by determining what English activities will develop higher cognitive processes and abilities

35. Teaching reading skills on the basis of diagnosis of individual student's weakness.

36. Determining weaknesses in teaching by analysis of student test results

40. Evaluating expository writing

45. Marking compositions carefully

49. Organizing curriculum primarily by diagnosing student skills and abilities and teaching to develop them

51. Preparing tests

52. Analyzing teaching by systems of classroom analysis

67. Revising methods on the basis of student evaluations

91. Evaluating weaknesses and strengths of your own teaching

95. Evaluating imaginative writing

96. Studying individual differences to plan teaching that will meet specific needs

JFM/tr

DAILY PLANNING

The importance that the beginning teacher attached to daily planning in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

4. Researching and planning lectures

8. Planning daily lessons carefully and thoroughly

16. Teaching a well planned sequential program of reading skills

20. Planning activities that will develop and hold student enthusiasm

25. Structuring the year of teaching in terms of long-range goals

26. Evaluating student progress

28. Determining grades

31. Giving clear explicit directions: making assignments

32. Designing research to evaluate alternative methods of teaching

33. Organizing curriculum primarily by determining what English activities will develop higher cognitive processes and abilities

35. Teaching reading skills on the basis of diagnosis of individual student's weaknesses

40. Evaluating expository writing

41. Planning long-term units of instruction units so instruction will have continuity and development

44. Building student enthusiasm for reading through an individualized program based on student interests

45. Marking compositions carefully

51. Preparing tests

67. Revising methods on the basis of student evaluations

92. Teaching students about good study conditions

96. Studying individual differences to plan teaching that will meet specific needs

JM/tr

CURRICULUM PLANNING

The importance that the beginning teacher attached to curriculum planning in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

16. Teaching a well planned sequential program of reading skills

17. Organizing curriculum primarily around classroom activities and procedures that have proven successful

25. Structuring the year of teaching in terms of long-range goals

27. Organizing curriculum primarily by analyzing the concepts basic to the structure of the subject of English

33. Teaching reading skills on the basis of diagnosis of individual student's weaknesses

41. Planning long-term units of instruction so instruction will have continuity and development

46. Organizing curriculum primarily to improve student-teacher and student rapport

49. Organizing curriculum primarily by diagnosing student skills and abilities and teaching to develop them

58. Organizing curriculum primarily by giving equal weight to the triad of literature-language-composition

93. Organizing curriculum primarily by revising the existing program

FM/tr

CONTEMPORARY APPROACHES

The importance that the beginning teacher attached to contemporary approaches in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire tiems:

7. Organizing curriculum primarily by developing long-term individual projects based on student interests

12. Using mass-media to keep the classroom stimulating and interesting

21. Teaching literature as modes. (e.g., tragedy, comedy, satire, myth)

27. Organizing curriculum primarily by analyzing the concepts basis to the structure of the subject of English

30. Using small groups in the classroom

32. Designing research to evaluate alternative methods of teaching

44. Building student enthusiasm for reading through an individualized program based on student interests

47. Improving student' oral usage to change dialect patterns

52. Analyzing teaching by systems of classroom analysis

61. Teaching students about levels of usage

62. Teaching the appreciation and evaluation of television drama

63. Teaching the motion picture as an art form

64. Teaching students to read popular media (e.g., newspapers, advertising, magazines)

68. Teaching students literature as archetypal patterns

72. Maintaining an open creative classroom atmosphere

74. Teaching students structural linguistics

75. Teaching students transformational-generative grammars

78. Teaching students dialectology

79. Teaching students semantics

89. Using role-playing in the classroom

JM/tr

TRADITIONAL APPROACHES

The importance that the beginning teacher attached to traditional approaches in English instruction was measured by averaging his rating (on a one through five scale) of the following questionnaire items:

2. Teaching students structural elements of literature, (e.g., plot, setting, character, etc.)

6. Teaching students a chronological approach to literature

10. Teaching students how to use a textbook

23. Teaching students figurative language in literature (e.g., figure of speech, analogy, symbol, image)

29. Drilling on fundamentals

39. Teaching students literature as genre (e.g., novel, short story, poetry)

48. Teaching students to use composition structural devices (e.g., unity, coherence, introduction, conclusion)

50. Teaching outlining as a composition skill

51. Preparing tests

53. Organizing curriculum primarily by determining the important facts and vocabulary to understand the field of English

54. Teaching students the cultural and personal environments that have influenced authors

57. Teaching students to limit the topic and state the thesis clearly and succinctly

58. Organizing curriculum primarily by giving equal weight to the triad of literature language-composition

70. Improving students composition mechanics (e.g., spelling, capitalization, punctuation)

71. Maintaining an intellectual classroom atmosphere

73. Teaching students traditional grammar

83. Maintaining a working, task-oriented classroom

84. Improving students' sentence structure

85. Teaching students to apply rhetorical principles in their writing

86. Improving students' paragraph structure (e.g., topic sentences, kinds of development)

87. Teaching revision of composition

88. Teaching students to avoid usage errors (e.g., subject-verb agreement, pronoun case, like - as)

90. Teaching students to write research papers